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Dr. McKool

ELD 308

5 March 2012

Writing Minilesson Plan

**Grade:** 4

**Time:** 20 minutes

**Standard:**

* W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  + Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  + Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  + Use a variety of transitional words and phrases to manage the sequence of events.
  + Use concrete words and phrases and sensory details to convey experiences and events precisely.
  + Provide a conclusion that follows from the narrated experiences or events.

**Objective:**

* Students will be able to understand the meaning of a verb and how to use verbs to enhance writing. Students will be able to participate in creating a list of verbs and structure sentences using them.

**Materials:**

* Writing journals
* Pens or pencils

**Lesson Sequence:**

1. **Lesson Introduction/Anticipatory Set (Engagement) –**

* “When we did our reading mini-lesson on *If You Were An Astronaut,* we talked about the strong verb use that enhanced even informational text. Can anyone remind me what verbs are and why they could enhance our writing?” I will then take students answers until a definition is covered. I am also interested to see why they believe verbs could enhance even nonfictional texts that may not be as exciting as other books we may have read. Next I will say, “Now I am interested to see if you all can write a story using the title of our read-aloud as the prompt. I also think that in order to enhance our own writing we should be using verbs. They pack our writing with action and excitement! This makes me so excited to read all of these potentially great stories about you boys and girls being astronauts!”

1. **State Objective and Purpose –**

* “How would a nonfictional text be without any enhancements such as verbs? Or in fact, how would any texts be without verbs? There would be no action, right? I am so interested to see how you can create a story about if you were an astronaut using strong verbs to describe actions, events, and depictions. Today we are going to be writing in our journals and creating our own stories with these same concepts.”

1. **Teach and Model –**

* On the board I will have the last part of the text with the verbs underlined. “When your mission is over you get set to land. The air gets fiery when the shuttle plunges through it toward Earth. Extra g’s pull blood from your brain to your lower body as you slow down quickly. You wear an anti-g suit to squeeze it back up so you don’t faint. With the engines off, the shuttle glides to Earth.” At the end of my story about if I were an astronaut, I would want to talk about the shuttle going back to Earth. “Verbs put our static words into action. Verbs express action without actually having to describe things step by step. If I wanted to talk about the shuttle going back to the Earth, I could use a verb to describe an action such as saying the engine roared as it was fired up. If I wanted to use a dry sentence, I would just say that when the engine turned on it made a noise that was loud. By saying roared, the readers know it was a loud, grumbling noise!

1. **Guided Practice –**

* “Let’s work together to list more verbs we could use while writing about astronauts. I think fly, bounce, and float are going to be on my list of verbs. Can anyone else name some more verbs that could describe actions astronauts might partake in?” I will take 6 students’ answers on verbs.
* “Now let’s look at these verbs and see if we could produce sentences about astronauts around them. If I chose my word bounce I would say something like ‘If I were an astronaut I would love not being pulled down by gravity. Instead, I would bounce from place to place on the moon instead of walking!”
* “Who else wants to use one of these words from our list to create another sentence about if you were astronauts?” I will allow two students to choose verbs and create sentences as samples for the other students to see.

1. **Independent Practice/Assessment –**

* “Now I want you all to use your writing journals to write your own piece about if you were an astronaut. This writing piece should consist of verb usage in order to describe an action, state, or occurrence. We do not want our writing to be static but we want to describe our actions in order to enhance our stories. I will check to make sure there are at least 10 verbs used in your stories. This should be easy because you boys and girls seem to love using verbs! Plus, astronauts are very unique, active people, just like the verbs we have been using!”

1. **Closure –**

* “Did listing verbs before writing help you construct sentences better?”
* “What exactly is the purpose of using verbs? How can they enhance our writing?”
* “Does using verbs also help us describe events, actions, and occurrences? What are some of your favorite verbs?”

1. **How will I know the lesson has been successful?**

* I will know the students are successful if they students are able to produce the list of verbs. I will also read the writing journals to make sure they understood the lives of astronauts and used verbs correctly. I will check to see if they used 10 verb choices as well. If they understand verbs and use them to enhance their writing, I will consider the students to be successful.